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EIGHTEEN COMPENSATORY EDUCATION PROGRAMS IN WASHINGTON STATE FUNDED UNDER TITLE I OF THE 1965 ELEMENTARY AND SECONDARY EDUCATION ACT ARE BRIEFLY REVIEWED IN THIS REPORT. TO A GREAT EXTENT THESE PROGRAMS (MOSTLY FOR ELEMENTARY SCHOOL STUDENTS) PROVIDE REMEDIAL WORK IN READING, WRITING, AND ORAL COMMUNICATION. MANY ARE ALSO CONCERNED WITH REMEDIATION IN MATHEMATICS, SCIENCE, SOCIAL STUDIES, AND OFFER GUIDANCE AND COUNSELING. OTHER PROGRAMS OFFER INSERVICE TEACHER EDUCATION CLASSES, EVENING CLASSES FOR HIGH SCHOOL DROPOUTS, AFTERNOON STUDY CENTERS, A HEALTH IMPROVEMENT PROGRAM, AND A PROGRAM FOR MIGRANT FARM CHILDREN. THE DESCRIPTION OF EACH PROGRAM IS ACCOMPANIED BY A NOTE SUBSTANTIATING THE NEED FOR IT, A BRIEF DISCUSSION OF EVALUATION PLANS, AND THE PROGRAM'S COST. (LB)

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TITLE I

...IN ACTION

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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UD 005 189

A REVIEW OF PROJECTS IN WASHINGTON STATE

1965–1966

FOREWORD

Title I of the Elementary and Secondary Education Act, provides educators of this State, as well as the Nation, an opportunity to develop imaginative programs specifically designed to benefit educationally disadvantaged boys and girls.

We are generally gratified by the caliber of project designs which are being submitted by local educational agencies in this State. We are aware that this places a tremendous burden on many of you, but feel that the results will more than justify the additional time required to assemble Title I Projects.

In an effort to familiarize you with some of the kinds of projects and project designs being developed throughout Washington State, we are enclosing a brief resume of a few sample projects.

An attempt has been made to include projects of varying sizes in terms of allotment and population. We hope that these may be helpful to you as you design your project application for 1966-67.

April, 1966

Louis Bruno
State Superintendent of
Public Instruction

INTRODUCTION

The analysis of 540 projects submitted under Title I of the Elementary and Secondary Education Act of 1965 reveals that a major concern of school administrators is to provide the educationally disadvantaged child with the basic skills of learning to insure his success in later years. The largest percentage of the reviewed projects involves remedial work in communication skills: reading, writing and oral work. Remedial work in subject areas, such as math, science and social studies is being provided in many of the project applications.

With Title I, the concept of the "school" will take on new meaning. In some areas, schools will open in the morning to provide breakfast and certain physical education activities to children. Extended school hours in the afternoon and evenings will allow the implementation of intensified study and special tutoring programs. Further, projects will continue into the summer making the school term year round.

The major thrust of these programs will benefit children in the early school years. Programs especially designed for elementary children are most numerous. In addition to communication skills, school systems are inaugurating new programs in guidance and counseling for the elementary schools.

Title I has helped to establish a new resource in educational personnel--the teacher aides. In several projects, teacher aides and other sub-professional personnel were employed to assist regular school teachers by reading to children, by correcting papers and by many other tasks. A first year projection nationally is that some 180,000 additional certificated personnel will be employed in projects generated with Title I funds, thus adding to the problems of critical shortage in various classes of skilled personnel.

Many school administrators believe that the cultural barrier which exists between teacher and student must be broken before the educational process can function effectively.

Many districts are proposing inservice programs which offer courses which deal specifically with the culturally disadvantaged child in addition to more courses which concern new approaches in general teaching methods.

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CLOVER PARK

NEED

The need for disadvantaged students to have available an atmosphere that is conducive to study, where there is readily available reference and recreational reading material as well as tutorial assistance in various subject areas.

SUBSTANTIATION
(Base-line Data)

Since 1962, the average percent of student turnover has been 25%, which shows the transient nature of the population. Achievement tests, administered to these students show a great number of them to be below grade level. The incidence of referral to special services further substantiates the need for a more individualized approach to these youngsters.

TITLE

Afternoon and Evening Study Centers.

DESCRIPTION

Three elementary, three junior high and two high school libraries will operate two evenings a week for two hours each evening.

The junior and senior high school libraries will be staffed by a librarian and a certificated teacher, the elementary school will have a librarian only. The teachers employed for this project are employed on the basis of their training in specific areas.

The main focus is on math, science, English and social studies. In each secondary center one day a week a math-science specialist is assigned while the other day the emphasis is on English and social studies.

Parents are taking advantage of the opportunity especially in the area of modern math.

EVALUATION

Records will be kept of students using the evening study centers. An evaluation will be made of the progress of students using this facility on a regular basis. "Before" and "After" achievement records will be compared. Questionnaires will be given to teachers to determine the effectiveness of this project on participants. Attendance will be compared.

COST

$4,791.00

EDMONDS

NEED

A high school program for educationally disadvantaged people who have dropped out of school and now want an evening program where credits and eventually a diploma can be earned.

SUBSTANTIATION
(Base-line Data)

Grade transcripts of those interested in the program show consistently low grades, especially where reading was a factor in success. Eighty percent of those interviewed blamed poor reading skills for their lack of success and interest. A substantial number of dropouts were identified who exhibited an interest in such a program. A survey of employers indicated that a high school diploma was minimal in terms of re-trainability. The California Reading Test will be administered to all entries.

TITLE

Evening High School

DESCRIPTION

An evening high school which is tuition free has been established at Edmonds High School. Over 300 applied for admission to this program. Because the allotment for this project was pre-determined and could not be altered, only 200 candidates could be accepted. Intensive interview sessions were held with each applicant to gather background information.

A tentative schedule including the following courses was established: English, U.S. History, World History, Contemporary Problems, Algebra I & II, Biology, and Typing. Alterations in offerings have been made to include more required courses, reading courses, bookkeeping and office practice, Washington History and health.

Professional counseling services are available to all enrollees, so that occupational as well as scholastic areas can be explored. The majority of participants are between 19 and 24 years of age.

EVALUATION

A careful follow-up study will be made of participants. Extensive records will be kept. The California Reading Test, Form W, and the Sequential Tests of Educational Progress will be administered at the close of the session. The results of these tests will be compared to base-line data.

COST

$13,000

EVERGREEN SCHOOL DISTRICT #114

NEED

The most pressing needs are student communication skills (reading, listening, speaking) smaller groups, elementary guidance and counseling to improve the reading of educationally disadvantaged children.

SUBSTANTIATION
(Base-line Data)

According to the results of the Iowa Basic Skills Test given to a selected group of students, a very large number were below grade level in language and work-study skills. A substantial number of these students had IQ's of average or higher.

TITLE

To Develop Communication Skills for Educationally Deprived Children. Grades 1-12.

DESCRIPTION

Twelve teacher aides and four certificated persons have been employed full time by the Evergreen School District. Two teacher aides have been assigned to each building. Under the supervision of the certificated personnel, they will function in a supervisory and clerical capacity, in both the library and the classroom to allow more individualized instruction.

Each of the four certificated persons has a strong remedial background and is used in a library situation where she can offer small group instruction in remediation. In addition, at the secondary level, two special sections have been established which consist of disadvantaged youngsters. These boys and girls will receive special instruction in the communication skills.

EVALUATION

Presently available achievement test records will be used as base-line data for evaluation of the effects of total program. Subsequent testing each year with the same achievement battery will provide comparison data. In addition, academic and attendance records of pupils in the project schools will be compared to assess the impact of the program.

COST

$27,468.74

FEDERAL WAY

NEED

To work intensively with the educationally deprived to improve their skills in all of the basic subject matter and social areas. To work at length to improve student attitude toward learning.

SUBSTANTIATION
(Base-line Data)

The results of the Iowa test of Basic Skills revealed a large number of students who were below the 25th percentile. The Differential Aptitude Test results indicated that a substantial percentage of the students scored at the 25th percentile or below.

In examining the dropouts in the one high school in the district, it was noted that there is a large number of educationally deprived students in this group.

TITLE

Comprehensive Program in Remediation for Educationally Deprived, to Include Reading, Math, Social Studies, and Related Areas such as Health and Medical.

DESCRIPTION

The basic philosophy of this program is based on the following concepts: (in this order)

1. The teacher is the key to improved instruction.
2. Knowledge of environmental factors relative to disadvantaged youth must be a factor.
3. Proper utilization of materials and equipment is essential.

Five master teachers have been selected to work with 15 intern teachers in five sections of educationally disadvantaged youngsters. There will be approximately 17 youngsters in each section who have been identified as needing remediation. The sections will be distributed in this manner:

1	K-3
3	4-6
1	secondary

The emphasis will be placed on remedial reading, although other areas will be included.

In the morning the master teachers and the intern teachers will be working directly with youngsters in a lab situation. In the afternoon, the intern teachers will participate in an institute of structured college classes in cooperation with the Auburn School District and Seattle University. This institute has been designed especially to train teachers to teach educationally disadvantaged youth.

Subjective analysis and teacher discussion of student problems will be conducted each day in order to better assist students in their adjustment.

Each intern teacher will receive a stipend of $75.00 per week, tuition, and books. Sixteen quarter hours of credit will be given, which may apply toward the 5th year. Each intern teacher will be assigned to a project school in 1966-67 and will be involved in educating disadvantaged youngsters.

EVALUATION

The present test results and anecdotal materials will be used as a starting point and will continue to measure the growth of these students throughout their school program. The growth in the project schools will be watched closely as it is contrasted with the other schools. It is anticipated the improvement will be in evidence at the end of the summer session with these students. The district expects to measure objectively in the subject matter areas at the end of the session. This program will continue during the next two years and improvement will be measured periodically.

The students involved will be tested at the outset with a standardized instrument and retested at the conclusion with the same or similar instrument, a longitudinal evaluation

COST

$33,505.38

KENT

NEED

Stronger remedial communications skills program, especially reading in grades K-12.

SUBSTANTIATION
(Base-line Data)

A comparison of reading Comprehension Achievement Age (Gates Reading Survey-Form M1958) and total mental age of 619 fifth grade students (CTMM-C-1963) made in 1965, showed that a substantial percentage were below grade level. An examination of the SCAT and STEP scores given to sophomores of 1966, 1967, and 1968 (projected) showed considerable disparity between the average (mean-converted) Reading scores and Average Verbal Aptitude scores.

TITLE

Remedial Communication Skills Development.

DESCRIPTION

Six schools were selected for this Title I pilot project. Four elementary schools were selected, representing three different types of population: two were K-3, one was 4-6, and one contained K-6. These schools were provided with remedial reading teachers who have had training and experience in this area. These remedial instructors work with individuals and small groups; they will also work with teachers in classrooms. At the secondary level, reading laboratories were developed. Library services will be provided to both the elementary and secondary schools to supplement the program.

A non-public school in the district will profit from this project in that a remedial reading instructor will periodically visit that building and provide small-group instruction supplemented with appropriate material. Lay help and librarian services are also provided.

As an extension of this program, a summer institute will be held for teachers of disadvantaged youth. This will be a four week workshop in cooperation with Seattle Pacific College. One hundred students are going to be involved in this session which will be geared toward improvement of instruction for disadvantaged youth.

EVALUATION

The Gates Reading Survey will be administered at the elementary level. Gains in reading skills will be compared to expected gains according to national-grade equivalent norms, and to previous school district gains prior to initiation of the project.

At the secondary level, standardized reading tests will be administered at the beginning of the project to accumulate baseline data, and at the conclusion. Comparisons will be made.

Questionnaires will be used for comparative purposes.

COST

$63,325.16

LAKE WASHINGTON SCHOOL DISTRICT

NEED

Each year in November about 25 or 30 youngsters leave the Lake Washington Schools and migrate to Texas with their parents who go there for the seasonal vegetable harvesting. In April they return and during the four- and a half to five months that they are away, exposure to educational experiences is minimal.

The need is to provide these boys and girls with specific educational opportunities while they are in attendance, and during the summer which will allow them to progress at a rate more closely approximating their ability.

SUBSTANTIATION (Base-line Data)

A substantial number of sophomores are reading below the median for 8th graders. A comparison of Sequential Tests of Educational Development taken in the 6th grade, and IQ tests taken in the 6th grade, show that of the large number of students, two or more grade levels behind in reading, almost three fourths of them had IQ's in the normal range and could become adequate readers with individualized instruction. The severity of the needs of the educationally handicapped is compounded by the fact they they are living in an area of generally higher standards. It is their comparison with local standards that destroys their motivation and causes them to become dropouts; the rate of dropout was cited.

TITLE

Migrant Workers Project - A Varied Approach

DESCRIPTION

This program would provide, on a part day basis, auditory, verbal and academic instruction, as well as cultural exposure for about 25 Spanish speaking children, arranged on a two quarter basis--spring-summer. Included in the project are:

1. Self contained classrooms to provide individualized instruction for alienated youth.
2. Field-trip program to widen their background of first-hand experience.
3. A summer library program to provide them with an opportunity to read and enjoy books apart from the pressures of the school curriculum.
4. A full-time nurse for every project area school to concentrate on improving absenteeism caused by health problems.
5. Industrial orientation classes to provide them with information about the opportunities available to them in the world of work.
6. Small supervised study classes where they may receive assistance with homework and instruction in how to study.
7. A family counseling center operating at hours convenient to working parents.

8. After hours, Saturday, and summer classes for dropouts and students unable to fit into the regular program.
9. A physical education program in the elementary schools; an attempt will be made to involve these students in local summer recreational activities.

It is planned to expand this program to include the fall quarter of the 1966-67 year.

EVALUATION

Pre-testing at the beginning of the project and periodic testing during the project will be done to determine the gains in reading and related skills.

Enrollment records will indicate if these students are helped enough to make it possible for them to be successful in high school.

Teacher observation of the role these students play in heterogenous classes and social worker reports will provide data for a subjective analysis of the effectiveness of the project.

COST

$15,144.00

MARYSVILLE SCHOOL DISTRCT
TULALIP ATTENDANCE AREA

NEED

Remedial instruction in basic study areas including free summer school. Additional teachers to reduce class size.

Better health services including more nursing personnel.

Better library services - more speech therapy.

SUBSTANTIATION
(Base-line Data)

The project area, Tulalip Elementary School, commonly scores lower in all areas of the Sequential Test of Educational Progress than does any of the other elementary schools in the district. An analysis of a frequency distribution of STEP Test Scores of the Tulalip Elementary Fifth Grade, recently showed that a substantial number of the class scored below the national median in reading and in arithmetic. When the Metropolitan Readiness Test Scores of the 1965 Tulalip first grade were compared with a typical first grade in another elementary school, it was found that while only a small percentage of the typical class scored below the 50th percentile, a large percentage of the Tulalip 1965 first graders and Tulalip 1964 first graders scored below the 50th percentile. Attendance records show a higher percent of absenteeism due to illness than any other elementary school in the district. Also, an inspection of excuses and health records shows a much higher incidence of scabies and lice.

Using available criteria, a substantial number of potential dropouts have been identified at the junior high school. In 1960, out of a group of Indian students who had started in the first grade 11 years before, 73 percent had dropped out of school. According to Welfare survey, a large percentage of the students who had dropped out of school during the past three years are still unemployed.

The speech therapist presently has a caseload of almost twice the number of students recommended by the American Speech and Hearing Association, considered to be a maximum case load.

TITLE

Tulalip Elementary Program - Remediation

DESCRIPTION

A multi-pronged approach, reducing class size in kindergarten and grade one of project area and providing more adequate library service. Health habits, as they apply to nutrition and cleanliness will be provided by a nurse who has been hired. A vitamin program will be included. Also, through home visits an attempt will be made to provide parents with fundamental awareness of proper health habits.

Remedial instruction in all areas, especially reading, will be stressed.

Teachers will have greater opportunity to work on positive attitude formation in students.

Release librarian to work with teachers as an instructional resource person and also develop independent reading program for pupils.

EVALUATION

The Metropolitan Readiness Tests will be given to first graders in the fall of 1966. Many of these youngsters will have been in the kindergarten program for a full year, one-half of which comes under the reduced pupil load per teacher of the project. It is expected that pupils will score higher on the readiness test than they would have without the project.

The Ginn Reading Test was given in January of 1966 to first graders. It will be readministered again in September, 1966, and in May of 1967, to measure improvement in reading skills.

Health records will be maintained throughout the program and it is hoped that demonstrated application of health habits will reduce cases of scabies and malnutrition. It is hoped that school attendance will increase due to healthful practices and living and positive attitude formation.

A questionnaire will be distributed at the end of each school year to the teachers to determine their opinion of the effectivenes of the total program.

COST

$12,920.00

OTHELLO

NEED

To reduce absenteeism (of migrant farm children) primarily due to minor health problems.

SUBSTANTIATION
(Base-line Data)

Alarming figures are cited on absenteeism, together with the causes. The causes include head-lice, scabies, impetigo, ringworm, and pinkeye. Standardized test results are cited which show definite needs in such areas as reading, physical fitness and mathematics.

TITLE

Health Improvement

DESCRIPTION

Two part-time nurses aides have been employed (one is Spanish speaking) to work with the school nurse in an intensive program of home visitation. These communicable diseases, plus a substantial amount of head-lice are causing students to miss a great deal of school. The nursing staff will treat each case, in cooperation with the county health officer, with the very latest medication. They will visit the home and inform parents of the danger, instruct them in preventive measures, and provide them with medication. Follow-up visitations will be made periodically to insure success.

EVALUATION

Attendance figures on these 100 students will be compared on a before-after basis. Teacher observations, grade point averages and standardized testing will be used for comparative purposes.

COST

$2,000.00

PULLMAN

NEED

To provide remedial reading instruction in grades 3 through 6.

SUBSTANTIATION
(Base-line Data)

Using the results of standardized reading tests, together with the results of intelligence tests, 121 students were identified as possessing average or above average ability, but who were reading below grade level. This evidence was further substantiated through subjective evaluation by the teachers.

TITLE

Remedial Reading

DESCRIPTION

One full-time remedial reading teacher and one part-time consultant have been employed to work with individuals and small groups. Special materials and equipment were purchased which supplemented this instruction. Special attention will be given to the integration of the remedial teaching with classroom activities, to the development of good attitudes toward reading, and to the improvement of pupil reading comprehension, work attack skills and fluency for general reading for pleasure and specific content.

EVALUATION

Continuous evaluation will be conducted by the staff which will be subjective in nature. In addition, re-testing with all or some of the base-line instruments will be done. Results of the subjective and objective evaluation will be compared to base-line data.

COST

$10,311.00

PUYALLUP

NEED

To improve curricular offerings for low academic oriented students.

SUBSTANTIATION
(Base-line Data)

The results of the California Reading Test showed that there were a substantial number of secondary students who had scored two years below grade level. A survey of the ability scores attained by these youngsters on a standardized instrument showed that more than 50 percent of them had average or above average intelligence.

Attendance figures were cited.

Involvement in Pierce County Court by Puyallup students has risen 50 percent in 1965.

Current involvement of parents as evidenced by attendance at school functions "Back to School Night," etc.

TITLE

A Program for Improved Curricular Opportunities and Increased Home-School Communications for Educationally Deprived Youth.

DESCRIPTION

Three new teachers were employed in January and assigned so as to free eleven teachers for one or two periods each day. These eleven instructors are involved in classes made up of disadvantaged youngsters. Under the direction of Dr. Dohn Miller of CWSC, these educators have been making home visits since the early part of February. These visitations take place during their released time. The purpose of this project is not only for the involvement of parents, but for background information relative to the needs and interests of disadvantaged youngsters which can be inculcated into a more realistic educational program geared toward the vocationally-oriented students.

EVALUATION

Achievement tests will be re-administered in the spring, attendance figures will be kept, parent attendance at school functions will be recorded, involvement of Puyallup students in Pierce County Court will be noted. These will be compared with base-line data. In addition, student and parent attitude evaluations will be made.

COST

$31,500.00

THE SEATTLE SCHOOL DISTRICT PROPOSAL UNDER TITLE I OF THE ELEMENTARY AND SECONDARY EDUCATION ACT OF 1965

The Seattle School District proposes a plan, the implementation of which will affect the school, home, and community.

THE SCORE SCHOOL PROJECT

The major component is described as the School Community Organization for Realization by Education (SCORE). In essence, this project will call for the development of greatly improved programs and services to meet the educational needs of the public and non-public school children residing in these areas. The intent is not to build a separate school district but rather to focus, within the framework of the existing organization, upon the unique characteristics of the disadvantaged.

PROJECTS SUPPORTIVE TO "SCORE"

"MADRONA" SUMMER SCHOOL

An instructional program for the involvement of approximately twelve hundred elementary school children in a summer program is included. This project, involving the participation of Seattle Pacific College, Seattle University, and the University of Washington, will provide a summer educational program in instructional units of five pupils The program is designed to accept the educationally deprived children at all elementary grade levels and work toward improvement of achievement in basic skill areas. In addition, en-

richment classes, field trips, and an outdoor education program is included.

A summer teacher training program will involve a teacher training component with particular emphasis upon the pre-service training of approximately one hundred teachers who will be new to the disadvantaged area schools. Teacher training will involve academic classes and actual teaching experience with the children of the summer school project.

A summer curriculum study and development program will be part of the total summer effort by the Seattle School District. Approximately sixty experienced elementary school teachers and principals will make an intensive study of the existing arithmetic and reading programs, study promising new trends, and make appropriate recommendations. Specialists in such areas as reading, arithmetic, and the upgraded school concept will serve in this part of the program.

SUMMER WRITING WORKSHOP

A summer writing workshop for the development of instructional materials in the disadvantaged area secondary schools is also included in this proposal. Members of the regular school staff will be employed during the summer months to work with curriculum specialists in the development of improved instructional materials.

LEARNING DIAGNOSTIC AND REMEDIATION CENTER

A learning diagnostic and remediation center is included in the Seattle School District proposal. Children identified as having difficulty in learning will be referred to this center, and a thorough evaluation of each child will be made. Each evaluation will include psychometric batteries; social work evaluation; screening for speech problems; medical survey; and, if appropriate, psychiatric study. Staff for this center will include psychologists, social workers, remedial reading teachers, speech therapists, audiologists, a pediatrician, a psychiatrist, and an opthomologist.

ADDITIONAL PROJECTS

SHELTERED WORKSHOP

A sheltered workshop, including a work experience program for mentally retarded children, is proposed. This proposal is designed to provide a workshop experience for pupils with IQ's of 75 or below. Youngsters accepted in this program will begin with an educational program specifically designed for the purpose of producing vocationally competent adults.

EXPANDED SUMMER WRITING WORKSHOP

An expanded summer writing workshop for the development of instructional materials for disadvantaged area secondary schools is planned.

TUITION FREE SUMMER SCHOOL

A tuition free summer school program, an enlargement of the regular summer school, is proposed. Basically, children in areas peripheral to the central area will have the opportunity to attend summer school classes designed to improve achievement in basic subject matter areas on a tuition free basis. This tuition free program will be made available to qualified elementary school students in areas not served by the "Madrona" summer school project.

RECREATIONAL PROJECT

A recreational program involving two of the three junior high schools located in the disadvantaged communities is proposed.

SOUTH KITSAP

NEED

Educationally deprived students need additional social, cultural, and academic experiences to increase their knowledge and understanding in arts and humanities as well as in all other curriculum areas.

SUBSTANTIATION
(Base-line Data)

A five month study provided data about the characteristics and needs of the economically, educationally and culturally deprived children in the South Kitsap School District. The sources of data were:

1. Stanford Achievement Test results indicated substantial percentage of students scored below grade level in the areas of reading, math, science and social science.
2. County Health Department statistics
3. Teacher observation
4. Student questionnaire
5. Dropout data

TITLE

Summer Program for Under Achievers and Educationally Deprived Youngsters

DESCRIPTION

To provide for the educationally and culturally deprived student, many and varied learning activities and experiences during the summer school program. Enrollment will be on a voluntary basis. Learning by doing is the philosophy being followed in curriculum design in the following areas:

Reading improvement, math, music, science, physical fitness, arts and crafts, typing, power mech., library and children's literature.

To provide experiences in subject areas that students do not participate in during regular school year.

Field trips with transportation in school buses will be used to visit public and private facilities. School, public, and community facilities in this district will be used.

This program is designed for high student interest and participation. The experiences designed in the summer program will enrich and enhance the climate for learning.

EVALUATION

Same methods of testing and observing will be used to evaluate the results of this program that were used to determine the need. Data comparison is very important in the conduct of any program and it is intended that this information will be used diligently to continually improve education.

COST

$24,675.00

TITLE I, 89-10
SPOKANE SCHOOL DISTRICT NO. 81

Under the provision of Title I, 89-10, Spokane School District No. 81 has planned an integrated program for their disadvantaged children which has three different phases; reading improvement, elementary school counseling and cultural growth opportunities.

Project I is designed as a reading improvement project which will emphasize language growth for 2500 pupils in grades one to twelve, but with the greatest emphasis in the elementary grades. Eighteen professionals plus ninety-two non-professionals will be hired under this program.

Project II is designed to provide counseling services to the students of the elementary schools located in the disadvantaged areas of the city. This would provide a service for some 12,000 pupils. Twenty-eight professionals would implement this program.

Project III, cultural growth opportunities, would provide opportunities for creative experiences in art, music, drama, literature and physical education, through neighborhood centers at elementary, junior and senior high school levels. Eighteen professionals plus forty-five other persons would work in this program. At the neighborhood centers school services will be provided both during the regular school day and for an extended school day. A very extensive summer school program is being contemplated for this coming summer.

These programs were planned by committees composed of consultants, teachers and principals, and with representatives from the local non-public schools. The three planning committees' activities were coordinated by an over-all coordinating committee which included representatives from the local community, the non-public and the public schools. It is expected that through these three important avenues the educational impact will be sufficiently great to enable the children from disadvantaged areas in Spokane to become an effective part of the school's regular program.

TACOMA
PRIMARY ENRICHMENT PROGRAM

The detailed description of the Primary Enrichment Program might best be provided by considering its three major aspects; the team teaching aspect, the school level team aspect and the area level team aspect.

The Teaching Team Aspect

In order to facilitate the individualizing of instruction, in order to heighten the possibility of positive personal contacts, and in order to free teachers of non-professional duties to achieve these objectives, the Primary Enrichment Program has a teaching team aspect. Essentially, the teaching teams involve the addition of one teacher and one teacher aide for every three teachers currently employed in grades kindergarten through three in the fourteen elementary schools in the areas of concentration. These teaching teams, consisting of four teachers and an aide, would function within existing school classrooms and facilities. The purpose of the teaching team approach is not so much to reduce class size as much as to make possible innovative approaches which individualize instruction. With teaching teams, for example, it will be possible for one member of the team to work intensively with a group of four or five children in reading, while another teacher in the team carries out instructional activities with the rest of the group. Similarly, the teacher aide could provide supervisory assistance to children in their art projects in cooperation with the teacher. Finally, the teaching team approach would make possible some rescheduling and reorientation of the teachers within the team so that instructional activities might be carried out with children during non-school day hours.

As will be noted in the following descriptions of the school level teams and the area level teams, teaching teams may encompass more than a single elementary school. This sharing of staff across school boundaries is perceived as assisting in the process of horizontal articulation.

The School Level Team Aspect

As was indicated in the description of the teaching team aspect, the Primary Enrichment Program groups together, in certain ways, the 14 elementary schools in the so-called areas of concentration. The first grouping of these schools has been into school level clusters. In terms of pupil population, each of these clusters consists of approximately 550 students enrolled in grades kindergarten through three. Within each of these clusters, as was pointed out earlier, teaching teams are formed on the basis of one additional teacher and a teacher aide for each three teachers presently employed. In addition, however, each school level cluster will have attached to it a school level team. Each of these teams consists of a full-time librarian, a full-time physical education teacher, a full-time nurse and a full-time counselor. This team of four will be attached primarily to the 550 children enrolled in grades kindergarten through three in each of six clusters.

Since each of these school levels will have attached to it a team of four specialists, the total additional personnel required for the full implementation of the school level team aspect is 24. In addition to the team of four, each school level cluster will have attached to it an assistant principal who will report to the elementary school principal involved, providing administrative assistance so that adequate educational leadership can be provided to both the school level team and the teaching teams in the cluster. In order to provide educational leadership to the six teams, a total of six assistant principals is required.

Finally, each school level team will have assigned to it a clerical aide who will assist the team in the preparation of learning materials and in exercising control over learning materials.

The objective of the school level team aspect is to bring to children those services which will meet on a more continuous and sustained basis their physical, educational and personal needs. Involved also in the school level team aspect of the program, is the expectation that the efforts of these specialized teachers will raise the level of performance of the classroom teachers in the teaching teams in these specialized areas. Finally, the schedule of duties for the school level team will be arranged so that participation by private school children in the programs mounted by the personnel in these teams might be maximally feasible.

Area Level Team Aspect

At its next highest level of organization, the

Primary Enrichment Program combines two school level clusters to form an area level cluster of elementary schools that is serviced by an area level team.

Where the school level team serves a pupil population of approximately 1100. This area level team consists of eight professional members and one clerical aide. The eight professional members of the area level team include an instructional resources specialist, health education teacher, reading teacher, art teacher, music teacher, speech therapist, psychologist and social worker. In a more specialized way, the area level team has as its objective meeting the needs of the 1100 children at grades kindergarten through three in its area. Special note should be taken of the degree to which the art teacher and music teacher in particular will contribute to the broadening of the cultural horizons of the children. Flexibility in the scheduled duties of all members of the area level team will make possible the provision of these specialized services during non-school hours. In addition, as is the case with the school level team, the establishment of an area level team makes maximally feasible the participation of private school children.

A Summer Program is being planned which would be geared to disadvantaged junior high school youth.

VANCOUVER

NEED

Special remedial help in the basic area of learning.

SUBSTANTIATION (Base-line Data)

Conferences were held with principals, deans, counselors, librarians, teachers. Test records were studied; records of scholastic achievement were compared; attendance records were analyzed, and cumulative folders were studied. Evidence gathered from these sources was submitted in detail to substantiate this need.

TITLE

In-Servive Education Classes for Teachers in Reading

DESCRIPTION

This project is planned to give 44 teachers the basic technique for the teaching of a developmental reading program. Two competent professional instructors have been employed to conduct in-service meetings one day (Saturday) a week, two hours per day for four months. Appropriate supplies and materials will be purchased which will supplement this instruction. Realizing that many teachers do not have the training to recognize or cope with reading problems, this project is designed to help the classroom teacher strengthen her skills in the area of remediation. Two sections have been established--one deals with remediation--the other with developmental.

EVALUATION

Achievement test results in Reading and in Background of Information will be studied for comparison at the conclusion of testing in the late spring of 1967 to determine expected growth. A comparison of the low achievement test scorers to below average classroom grades will be made again. Teacher-devised simple, yet valid techniques for finding out what students can do and what they do when they read will be utilized--i.e., open-book test (acquiring different reading/comprehension activities to give insight into students' ability to use the text for different purposes); a series of precis (based on magazine articles or other short selections, graded in difficulty, to give information on when students begin to lose their power to cope with vocabulary concepts); direct observation of students at work (assignments which require spotting a writer's principal thesis and main evidence to determine students' ability to skim and to use other screening devices).

COST

$662.87

WAPATO

NEED

Children from the economically and culturally deprived homes have had a limited amount of experience and are unable to express themselves effectively. The need is to strengthen the language backgrounds of these children and improve their comprehension and communication skills.

SUBSTANTIATION
(Base-line Data)

About 75% of this area is within the confines of the Yakima Indian Reservation. English is not spoken in many of these homes. The median number of school years completed by persons over 25 years of age is 8.6 years in the Wapato area. Only 25% of this population has completed four years of high school.

Test results verified the fact that achievement in the language area was low. The dropout rates were cited. The number of students in this group who continued their education beyond high school was extremely low.

TITLE

Language and Communications Skills Development.

DESCRIPTION

Special reading teachers were hired to work (in an informal climate) with children who have learning problems. They will also work individually with students. Teacher aides have been hired to relieve teachers of clerical tasks and to assist them in providing more individualized instruction. Specialized materials and equipment were purchased which enabled the teachers to use a more varied approach. Diagnostic testing was conducted so that specific difficulties could be attacked.

Inservice sessions are planned during the regular year and during the summer to strengthen the teachers' capabilities and understanding in working with disadvantaged youth. This project is interrelated with the total program being conducted in Wapato. Other areas of concentration include Counseling and Guidance, Library and Teacher Aides.

EVALUATION

Achievement tests will be used to measure growth. Teacher made tests and teacher observations will be analyzed in determining outcomes. Attendance and drop-out studies will be made periodically to evaluate effectiveness of the project.

COST

$41,841.00

WENATCHEE

NEED

The need for individuals to have the opportunity to complete high school and to prevent future dropouts.

SUBSTANTIATION (Base-line Data)

Dropout rates were cited. A follow-up study identified about 90 individuals who could be classified as dropouts. Employer surveys indicated that completion of high school was a definite factor in occupational success. Unemployment figures were cited. Statistical da from standardized test results was presented which showed areas of weakness. Attendance figures were analyzed.

TITLE

Evening Class for High School Dropouts and Social Workers to do Home Visiting

DESCRIPTION

A flexible evening high school program will be offered two days a week for identified dropouts. Intensive testing and counseling services will be offered. Some of these individuals may be returned to the regular school program working toward their graduation requirements. Vocational offerings will be available on a limited basis to increase employability. Course offerings include:

English, Math, Social Studies, Bookkeeping, Typing, Office Machines and Reading Improvement. Occupational counseling will be an integral part of the total project. Greater attention will be paid to working with potential dropouts on an individual basis. Social workers will work with the school and the home in resolving problems which could lead to dropout. It is planned to continue the evening school through the summer.

EVALUATION

Credits will be given on completed course work. Student-teacher-counselor-parent-employer opinions will be sought, regarding the effectiveness of the program. Standardized achievement test results will be analyzed. Dropout and attendance figures will be compared.

COST

$18,395.00

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State Office of Public Instruction

LOUIS BRUNO
State Superintendent

RICH BOYD
Coordinator of Federal Projects
Division of Curriculum and Instruction

NELS HANSON
Coordinator of Federal Programs

DR. CHESTER BABCOCK
Assistant Superintendent for
Curriculum and Instruction

Public Information and Publications
DOROTHEE BROWN
Publications Production
LOUIS STEIN, JR.
Art Direction
TED REDDINGTON, JR.